

PEDALS ADMINISTRATIVE TRACK: LEADERSHIP SELF-ASSESSMENT

PEDALS understands that nurturing children’s well-being requires equal attention to the well-being of the adults in the building. PEDALS Admin Track is therefore designed to help administrators foster a community of adults who actively engage in their own social and emotional learning (SEL), build meaningful relationships, collaborate effectively, and demonstrate SEL through their everyday interactions.

- PEDALS administrative coaching model focuses on 4 primary elements of SEL, namely **connection, reciprocity, inclusion, and opportunities to grow**.¹
- These elements are addressed in a series of 10 meetings and are supplemented by participation in a Community of Practice.
- This work is intended to support **4 specific leadership competencies**², all rooted in creating a culture of caring, equity, and improvement in early childhood programs. Reflective and intentional practice are the hallmarks of these leadership competencies.
- Use the following scale³ to reflect on your current skill set and competency level.

AREA OF STRENGTH	STEADY PROGRESS	AREA OF OPPORTUNITY
• Consistently implements almost all behaviors/skills • Is able to help others understand and implement the related behaviors/skills.	• Implements the related behaviors/skills, but inconsistently. • Implements many, but not all of the related behaviors and skills	• Never/rarely exhibits the related behaviors/skills • Implements the related behaviors/skills, but only with guidance. • Feels uncertain or has misunderstandings about the related behaviors/skills.

CORE COMPETENCIES	BEHAVIORS AND SKILLS	SELF- ASSESSMENT		
		AREA OF STRENGTH	STEADY PROGRESS	AREA OF OPPORTUNITY
EDUCATIONAL LEADERSHIP Facilitating a community of learning that builds on the strengths of children, families, and staff.	A - Models a positive attitude and a growth mindset B – Engages in professional learning related to SEL practices C – Demonstrates reflective practices D - Upholds standards of confidentiality and respect			
INTRA/INTERPERSONAL LEADERSHIP Identifying qualities and strengthening behaviors that contribute to a healthy organizational culture.	A - Exhibits commitment to ongoing growth and learning B - Prioritizes personal well-being and maintains appropriate professional boundaries C – Demonstrates reflective practices			
CULTURALLY RESPONSIVE LEADERSHIP Valuing and building on the talents and strengths of each individual, family, and community.	A - Recognizes and respects individual differences and viewpoints among children, adults, and the community B – Demonstrates reflective practices C - Works to develop trust among children, families, and colleagues			
STRATEGIC LEADERSHIP Setting goals and guiding future program direction, committing to continuous quality improvement as a management strategy and a set of embedded practices.	A - Uses data to make informed decisions. B - Uses relevant professional standards and guidelines to plan and implement experiences for young children and families C - Stays informed about current early childhood issues			

Name: _____

Date: ____/____/____

Resources: ¹ [Everyday Interactions Matter](#) ² [Whole Leadership Framework](#) ³ [NYS Core Body of Knowledge](#)